

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(90deg); transform-origin: center;"> Received Texas Education Agency 2016 MAR 25 AM 11:36 Document Control Center Grants Administration </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Linden Elementary	034901		
Vendor ID #	ESC Region #	DUNS #	
756004690	8	121936405	
Mailing address		City	State ZIP Code
205 Kildare Road		Linden	TX 75563

Primary Contact

First name	M.I.	Last name	Title
Mary		Dowd	Director of Instruction
Telephone #	Email address		FAX #
903-756-7071	mdowd@lkcisd.net		903-756-7242

Secondary Contact

First name	M.I.	Last name	Title
Susie		Byrd	Business Manager
Telephone #	Email address		FAX #
903-756-7071	sbyrd@lkcisd.net		903-756-7242

Part 2: Certification and Incorporation

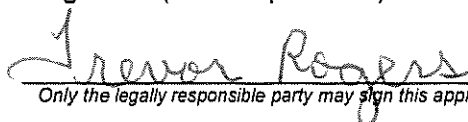
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Trevor		Rogers	Superintendent
Telephone #	Email address		FAX #
903-756-7071	trogers@lkcisd.net		903-756-7242

Signature (blue ink preferred)

Date signed


Only the legally responsible party may sign this application.

March 25, 2016

701-16-102-014

Schedule #1—General Information (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 034905

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	NA			Funding amount
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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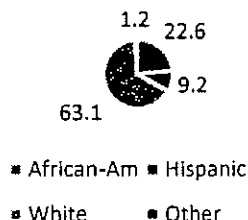
Schedule #5—Program Executive Summary

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

L-K CISD



Linden-Kildare Consolidated Independent School District is a small, rural school established around 1856 and located in central Cass County. The "heartbeat of the community," Linden-Kildare now has 742 students with an ethnic distribution depicted in the chart to the left.

In the 60's and 70's Linden was a bustling little town with storefront businesses all around the downtown courthouse square. Most family breadwinners were employed at Lone Star Steel, a burgeoning steel mill located only a short drive from Linden. All was well until the economy changed. In the 80's and 90's the mill had to endure cutbacks and layoffs. Some families had to move to larger towns to find jobs. Some workers were able to work into other positions in the community, however those families remaining in Linden found jobs that required an average 25

minute commute¹ to work. The downtown area was affected drastically by the downturn at the mill and was also affected by a secondary development. A Wal-Mart was built in the next town only 12 miles away. Mom and Pop shop-owners were unable to compete with the superstore and were forced to close. With the negative effects from these two events, the school suffered in average daily membership. Enrollment went from 1250 students to 825 students. Without a strong job force, Linden has an 8.9% unemployment rate as compared to the State rate at 5.5%. Students considered economically disadvantaged make up 71% of the student body and 54% of our students are considered at-risk.

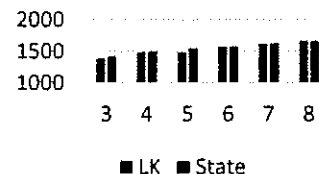
Demographics such as these will inform the needs assessment process for this grant.

Utilizing the site-based decision making teams on each campus, **suggestions for the budget** were sought. It was determined by the team that the budget allow for the required staff members - a project director, a family engagement specialist and the campus site coordinators along with supply monies. Several outside resources and service providers were suggested and those providers may require fees that will be included.

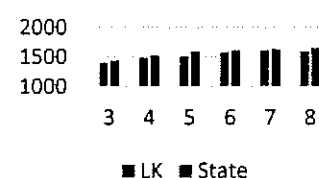
A study of achievement data reveals that our students met standard on the STAAR test, but they barely met standard which gives cause for concern as other performance standards are phased in. Scale scores showed that LK was below the state average at almost every level in reading and math. Virtually no students received the "advanced" rating on STAAR performance.

Our students have difficulty seeing themselves in the future. Several students are from homes with single parents and/or unemployed parents. Generational poverty has prevented our students from having hope for bright futures. New leadership at the district and campus levels has created an initiative to conduct a laser-like focus on a wealth of data that reveals all areas of need. **A study of the data, as directed by the director of instruction and conducted by campus teams, administrative leadership team, and grant staff reveals the need for improvement in academic achievement and badly needed improvement in advanced ratings.** In addition to learning needs, the data reveals a need to improve college and career readiness. The National Clearinghouse shows that 45% of our students actually seek college degrees (BA or AA), but only 20% actually earn a degree. Technical education at LK needs to be cultivated so that the Cass County area will have a skilled workforce.

Reading Scale Scores



Math Scale Scores

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The project director, FES, and campus site coordinators will have a close, cooperative working relationship through regular weekly meetings and daily communication from campus mail and/or texting. Each will receive regular training from the 21st CCLC to ensure that the program adequately addresses the requirements of the grant. **With all four positions trained and with the regular lines of communication among the after-school staff, replacement of any one of these positions will not affect the continuity of the program.** Smooth transitions of new personnel will be enhanced due to assistance and mentoring by the other grant coordinators. Immediate training opportunities will be sought to assist in the acclamation of the new staff member into the program.

This grant would enable our staff to have badly-needed additional instruction time with a focus on the whole-child to improve achievement, attendance and social/emotional wellness. Elementary Principal Shekita Martin, says, "The more time we have with these kids, the more we can expose them to enrichment activities and academic instruction so they can be successful. Extended learning opportunities are the channel through which we can provide such additional instruction." The program for both Linden Elementary and Mae Luster Stephens Junior High will consist of a before-school, after-school and a summer school program. LK schools have been able to offer very limited tutorials after school; however, a summer school program has not been offered in several years due to funding constraints. In a study by Angela Joy Aumaugher², she found that, "...schools must implement interventions that will improve outcomes for students from disadvantaged backgrounds. The families and communities of these students are not able to provide the same quality of learning opportunities at home, so each summer they fall further and further behind. The interventions that schools provide must be carefully planned and targeted specifically for disadvantaged, at-risk students to prevent

2015 grades 3-8	% met standard	GOAL for GRANT	% advanced	GOAL for GRANT
Reading	67%	72%	16%	20%
Math	54%	60%	6%	10%

the achievement gap from widening even further."

Linden-Kildare often struggles with family involvement. Parents from homes of poverty (71%) are often reluctant to come to the school because of unpleasant memories from their childhood. They have no transportation and they have little or no means to communicate with the school. A part-time **Family Engagement Specialist** would be the key to the improvement of parent and community engagement through literacy nights, volunteer opportunities and home visits to encourage attendance in the afterschool program. Research sanctioned by the National Education Association points out that "...when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more."

Objective performance measures and indicators of program accomplishment that will inform quantitative and qualitative data will be utilized to paint an accurate picture of the program's effectiveness in all areas. **Evaluation instruments that will measure our successes will include testing results, grade averages, regular attendance, and soft data taken from surveys and questionnaires.** The after-school team (project director, FES and site coordinators) will be responsible for both gathering the data and placing the data in graphs, tables and summaries. The after-school **advisory council** will also assist in the examination of data so that input from a variety of sources will make recommendations on how to maintain and/or improve our program. Reports from the data will be presented to the LK administrative team and to the school board in order to promote the effectiveness of after-school programming. Newsletters will be provided to all parents to keep them in the fold and to encourage regular attendance.

The statutory and program requirements have provided a roadmap to develop a targeted after-school application. Each of the requirements has been addressed in this grant application along with research that supports our efforts in providing research-based strategies. Both requirements address funding coordination, family and community engagement, community partnerships and needs assessment activities. Each of these requirements has been addressed in this application with the full intent of using those requirements to build a program that will be effective and comprehensive. Should grant funding expire, LK will use local, state and federal monies and funds from other grants to continue the most vital elements of the program. The goals of this grant will be at the forefront of every effort developed in the after-school setting.

¹US Census 2010, Texas Fast Facts

²Aumaugher, Angela, Effects of Summer School on Academic Achievement, August 2014.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 034905			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$268,733	\$0	\$347,267
Schedule #8	Professional and Contracted Services (6200)	6200	\$9,000	\$0	\$9,000
Schedule #9	Supplies and Materials (6300)	6300	\$19,100	\$0	\$19,100
Schedule #10	Other Operating Costs (6400)	6400	\$15,000	\$0	\$15,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes x No	
Total direct costs:			\$311,833	\$0	\$390,367
2.615% indirect costs (see note):			N/A	\$10,208	\$10,150
Grand total of budgeted costs (add all entries in each column):			\$311,833	\$10,208	\$400,517
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$NA	\$NA	\$NA
Administrative Cost Calculation					
Enter the total grant amount requested:					\$400,517
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$20,026

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 034905			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			
2	Educational aide			
3	Tutor			
Program Management and Administration				
4	Project director (required)	1	\$58,000	\$58,000
5	Site coordinator (required)	2	\$41,340	\$82,680
6	Family engagement specialist (required)	.5	\$22,000	\$22,000
7	Secretary/administrative assistant	1	\$18,500	\$18,500
8	Data entry clerk			
9	Grant accountant/bookkeeper			
10	Evaluator/evaluation specialist	1	\$5,000	\$5,000
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$186,180
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$0
24	6119 Professional staff extra-duty pay			\$40,320
25	6121 Support staff extra-duty pay			\$13,440
26	6140 Employee benefits			\$28,793
27	61XX Tuition remission (IHEs only)			\$0
28	Subtotal substitute, extra-duty, benefits costs			\$82,553
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$268,733

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 034905		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		
2		
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$9,000
(Sum of lines a, b, and c) Grand total		\$9,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 034905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$19,100
Grand total:		\$19,100

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 034905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$15,000
Grand total:		\$15,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 034905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1				\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 034905			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			422 grades 1-8		
Category	Number	Percentage	Category	Percentage	
African American	75	24%	Attendance rate	96.41%	
Hispanic	31	9.8%	Annual dropout rate (Gr 9-12)	DNA	
White	208	66.2 0%	Students taking the ACT and/or SAT	DNA	
Asian	1	.3%	Average SAT score (number value, not a percentage)	DNA	
Economically disadvantaged	176	86%	Average ACT score (number value, not a percentage)	DNA	
Limited English proficient (LEP)	22	5%	Students classified as "at risk" per Texas Education Code §29.081(d)	42.86%	
Disciplinary placements	DNA(DAEP)	DNA(DAEP)			
Comments					
Linden Kildare CISD is a rural district that covers over 256 square miles. Transportation to school is vital element for attendance. An unduplicated count for placements in ISS in grades 1-8 is about 130. This number reflects the number of days that the students were assigned to ISS; for example, Student #1 was assigned 3 days and Student #2 was assigned only 1 day. The unduplicated ISS placements for this scenario would be 4, even though only two students were placed. There have been no DAEP placements on either the elementary or the junior high this school year.					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	14.8	12.4%	No degree	0	0%
Hispanic	3.9	3.3%	Bachelor's degree	51.8	72.2%
White	98.7	82.6%	Master's degree	18.9	26.4%
Asian	2	1.7%	Doctorate	1	1.4%
1-5 years exp.	12	16.7%	Avg. salary, 1-5 years exp.	\$34,473	N/A
6-10 years exp.	13.2	18.4%	Avg. salary, 6-10 years exp.	\$40,704	N/A
11-20 years exp.	26.3	36.7%	Avg. salary, 11-20 years exp.	\$47,196	N/A
Over 20 years exp.	20.2	28.2%	Avg. salary, over 20 years exp.	48,301	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public			25	25	30	30	30	25	25	25					215
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:			25	25	30	30	30	25	25	25					215

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Schedule #13—Needs Assessment

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Description of Linden-Kildare CISD Needs Assessment Processes – A systematic process for conducting needs assessments has been developed as a part of the continuous improvement planning process for the campuses and the district in strict adherence to the Texas Accountability Intervention System (TAIS). Data utilized in the process include several sources: TAPR, DMAC, STAAR data, PEIMS and TxEIS, just to name a few. Soft data is collected from teachers and parents through surveys and questionnaires to ensure everyone has ownership in the improvement process.

LK utilizes a district site-based committee of parents, teachers, business persons and community members. In conjunction with this committee, such advisory committees as the CTE, Special Education and the Job-Ready Initiative function as sources of input to address all needs of the district. All efforts to study the needs of the district use the continuous needs assessment process outlined in the Texas Accountability Intervention System (TAIS) Needs Assessment Guidance document.

Needs Assessment Process of the Long-Term Strategic Plan - The district participates in a comprehensive strategic planning process led by the superintendent, Mr. Trevor Rogers. The following teams have had direct input to the planning process:

- District Facilities Improvement Team
- Campus Site-Based Decision Making Team
- District Site-Based Decision Making Team
- School Board
- District Leadership Team
- The Job-Ready Initiative (a new LK initiative made up of community and business members)

Through efforts by these teams, collected data has been analyzed and identified needs have been prioritized into three major goal areas:

1. Learning
2. Climate
3. Communication

Data sources have included DMAC reports, PEIMS and TxEIS reports, attendance and discipline data, workforce certifications, grade reports, STAAR data and evaluations of district programs. As a result of continuous analyses based on long-term goals, the district prioritized: (1) seeking funding for extended learning time to improve academic achievement, (2) holding a bond election to fund the improvement of outdated campuses, (3) recruiting and retaining effective teachers, (4) ensuring that parents and community members have a voice in school decisions (5) building a strong connection between employment skills and the Northeast Texas workforce.

The Job-Ready Initiative is an effort to draw a strong connection between the labor workforce of Northeast Texas and our courses of study to focus on employability skills. Mr. Rogers, superintendent, believes that, "We are missing the mark and doing a disservice to our students if we don't provide avenues for employment. We don't discount college readiness; however, we do study degree completions. Forty-five percent of our students attempt college upon graduation, but only twenty percent of those actually complete a degree. It is imperative that we provide an education that benefits our students and their job/career choices." Beginning as early as the elementary grades, activities and lessons will emphasize future careers and opportunities. Course offerings at the high school will be more effectively aligned and there will be a district-wide focus on careers.

As a result of the needs assessment the following goals for grades 3-8 were set for STAAR performance:

2015 grades 3-8	% met standard	GOAL for GRANT	% advanced	GOAL for GRANT
Reading	67%	72%	16%	20%
Math	54%	60%	6%	10%

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is a need to provide extended learning time to improve student achievement. Extended learning time would include before-school, after-school and summer school. There are no community day care facilities in Linden and many of our students are latch-key children.	Extended learning time would include before-school, after-school and summer school. The grant would provide funding for staff, supplies, professional development and travel for conferences.
2.	Teacher quality needs improvement. Due to budgetary constraints teachers are rarely given opportunities to attend state or national conferences to improve instructional strategies and to use state-of-the-art resources.	Grant funds will be used for teachers to travel to such conferences as Advancing Improvement in Education (AIE) Conference, Texas Computer Education Association (TCEA) Conference, and all trainings and conferences required by ACE.
3.	Communication between the home and school needs improvement. Parent participation at the school is very limited.	A part time family engagement specialist will be employed to focus primarily on the role that parents play in students' educational activities. The FES will create parent nights, coordinate parent involvement activities and perform home visits to improve the school climate and communication.
4.	With a 71% poverty rate at Linden-Kildare, students rarely have enrichment opportunities outside of school. Enrichment opportunities are needed to help students build confidence and cultivate talents.	Regularly scheduled enrichment activities will be coordinated by the project director and site coordinators. Activities will include such activities as music, theater and art; physical/athletic activities and games; outdoor learning activities; and STEM activities such as robotics, web mastering and mathematics competitions.
5.	With an unemployment rate of 8.9% (State of Texas – 5.5%), there is a definite need for literacy and adult education opportunities.	Classes in learning Spanish and/or English will be offered along with technology classes and culinary arts classes. Surveys will determine both needs and interests of the community so that schedules will reflect those preferred activities.

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Schedule #14—Management Plan

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	1. Texas certified teacher with administrative certification preferred and at least 5 years' experience in the elementary setting 2. Strong organizational skills 3. Strong leadership skills with ability to problem-solve
2.	Site Coordinator(s)	1. Texas certified teacher with at least 3 years' experience in the elementary setting 2. Strong organizational skills 3. Skills in developing activities for after-school programming
3.	Family Engagement Specialist	1. Texas certified teacher with strong ties to the community 2. Able to relate to parents 3. Skilled in developing opportunities for parent involvement
4.	Administrative Assistant	1. Skilled in the use of WORD for correspondence and communications 2. Skilled in the use of Excel for data gathering and disaggregation 3. Skilled in using the Tx21st system (on the job training required) for required reporting
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve academic performance	1. Disaggregate data from 2015 STAAR	08/15/2016	08/19/2016
		2. Determine students in need of afterschool	08/15/2016	08/19/2016
		3. Provide targeted TEKS-based instruction	09/12/2016	06/30/2017
		4. Assess skills attainment frequently	09/12/2016	06/30/2017
		5. Differentiate instruction to meet the students' needs	09/12/2016	06/30/2017
2.	Improve school day attendance	1. Build skill levels to improve student confidence	09/12/2016	06/30/2017
		2. FES stays in touch with parents/promote attendance	09/12/2016	06/30/2017
		3. Design engaging parent involvement activities	09/12/2016	06/30/2017
		4. Focus on health and nutrition in curriculum	09/12/2016	06/30/2017
		5. Reward good attendance every 9 wks	09/12/2016	06/30/2017
3.	Increase positive behavior	1. Use PBIS to set out behavior guidelines	09/12/2016	09/22/2016
		2. Build student confidence with skills attainment	09/12/2016	09/22/2016
		3. Design lessons that are highly engaging	08/15/2016	09/02/2016
		4. Make weekly positive contacts with parents	09/12/2016	06/30/2017
		5. Reward good behavior every 9 weeks	09/12/2016	06/30/2017
4.	Increase grade promotion rates	1. Use formative and summative data to identify needs	09/12/2016	06/30/2017
		2. Adjust instruction to address student needs	09/12/2016	06/30/2017
		3. Provide targeted remediation that increases grades	09/12/2016	06/30/2017
		4. Involve students in setting achievement goals	09/12/2016	06/30/2017
		5. Coordinate instruction with the day school	09/12/2016	06/30/2017
5.	Improve graduation rates	1. Provide targeted remediation that leads to promotion	09/12/2016	06/30/2017
		2. Involve students in college and career activities	09/26/2016	10/13/2017
		3. Take 8 th graders on field trips to nearby colleges	09/26/2016	10/13/2017
		4. Involve students in STEM activities	09/12/2016	06/30/2017
		5. Provide information to parents concerning requirements	03/06/2016	03/30/2016

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LK is a data-driven school district. To ensure quality data-driven decision making, LK has used eight steps to guide the process: 1. Develop a leadership team, 2. Collect and organize several different types of data, 3. Analyze data patterns, 4. Generate hypotheses, 5. Develop SMART goals, 6. Design specific strategies for the action plan, and 7. Plan the evaluation and implementation of the plan, 8. Communicate any changes in goals and objectives to all stakeholders. Data collection, which includes everything from survey feedback to attendance records to test scores, serves as valuable resources for instructional adjustments. LK campus staff members meet every nine weeks (and sometimes more often) in grade level/subject area data teams to study the implications of the data and to determine adjustments in instruction or remediation efforts needed. Because teachers own the data, making adjustments to the goals and objectives will originate from the campus data teams. Key to this process is the inclusion of the principal and the director of instruction in those data meetings to keep open lines of communications between administrators and teachers. This will be a necessary procedure in decision making when goals or objectives seem to be either too easily attained or too difficult to attain. A two-way sense of respect between administrators and teachers occurs when both parties keep an open mind to suggested changes that may have a positive effect on learning. Goals and objectives must be monitored and adjusted throughout the program to ensure that they are measurable, achievable, and realistic. To ensure that all stakeholders such as parents, students and teachers are involved in the learning process, open lines of communication will occur. Parent meetings, parent conferences, newsletters, mail outs, and social media will be the avenues through which communication of information takes place.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, both campuses have RtI classes and minimal after-school tutorials. Scheduling the RtI class is very difficult and after-school extra-duty pay is minimal. With any comprehensive initiative, sustainability after the grant funding ends is always a challenge and this project will be no exception. With grant funds, Linden-Kildare will examine effective processes and vital support systems to ensure sustainability after the grant. Strategies outlined by The Finance Project¹ will be the guide for developing a sustainability plan based on the following:

- Develop a clear vision: The first step in applying for this grant was meeting with campus leaders to define the vision of this project.
- Use results to drive decisions: Targeted, strategic and practical approaches will lead to results-based decision-making and the analyzing of data for outcome-based evaluation.
- Employ strategic financing: Analyze the resource needs of this initiative and implement an appropriate strategic financing plan. Financing strategies will involve maximizing other grants and federal funds creating and accessing dedicated revenue and maximizing in-kind revenues.
- Build broad-based community support: Community stakeholder groups will be pivotal in sustaining this program. By building support among leaders in our district, businesses, families and the community, this program will create a unique opportunity in our children.
- Cultivate key champions: Champions for the program will be cultivated so that these individuals can use their power and influence to generate support, build public will and garner support from public and private resources.
- Monitor trends and adapt to changing conditions: To ensure LK's ability to thrive over time, leaders will monitor trends and outcomes, by being proactive rather than reactive, and will make adjustments.

By following these steps and preparing for sustainability from the onset of this project LK will continue to prepare our students for the world of college and/or career.

¹The Finance Project, www.financeproject.org

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Schedule #15—Project Evaluation

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Examine most recent STAAR data, including scale scores	1.	Improvement in MET STANDARD rates on the STAAR
		2.	Improvement in scale scores on the STAAR
		3.	Reduction in failers on the STAAR
2.	Collect data on grade averages, attendance and discipline from day school every nine weeks	1.	Improvement of grade averages
		2.	Attendance of at least 95% for each student
		3.	Decrease in placement in ISS
3.	Employ an outside program evaluator to provide an objective evaluation	1.	Achievement of all requirements and guidelines
		2.	Improvement of achievement results
		3.	Appropriateness of schedules and activities
4.	Evaluate the after-school schedule and activities	1.	Assurance of engaging activities
		2.	Assurance of TEKS-based activities
		3.	Adequate scheduling for all required grant elements
5.	Use qualitative data from surveys, questionnaires, interest inventories	1.	Parental satisfaction with the program according to a scale
		2.	Student satisfaction with the program according to a scale
		3.	Teacher satisfaction with the program according to a scale

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Key to the success of an after-school center is the collection and disaggregation of pertinent qualitative and quantitative data. Data drives decisions concerning curriculum, staffing and effective practices. Data gathered from such sources as PEIMS provides quantitative data on our students concerning attendance, socioeconomic status, gender and race. Achievement data from the TPRI, early math assessments and STAAR 3-8 achievement data will provide us with information concerning the skills and academic deficiencies of the students.

Processes For Collecting and Analyzing Data – The project director and site coordinators will develop rubrics, charts, and graphs to collect program and student achievement data. Data gathering tools will clearly detail the staff's progress in implementing grant activities that lead to desired changes in achievement. Formative assessment data will be used to identify problems and make corrections in daily/weekly meetings. In this culture of shared responsibility, the TAIS Continuous Improvement Process will be followed. Other sources of data are DMAC, PEIMS, TxEIS and disciplinary placement data. To refine, improve and strengthen the after-school program, findings from the data sources will be evaluated based on the level of resource implementation funded by the grant such as computer programs, RTI information from the day school program, professional development and other grant resources.

Program-Level Data Collection and Analysis – With the use of data collection from sources mentioned above, data charts will be designed to clearly state and measure the effectiveness of after-school programming. Professional learning teams will collect and evaluate formative data and make adjustments to scheduling, activities or practices as indicated by the data. It is critical that the professional learning team consist of day school teachers AND after-school teachers and coordinators to ensure a smooth transition from the day school to the after-school program. Instructional strategies and pedagogy should carry through to the after-school program so that they are complementary.

Reports to TEA and to the school board of Linden-Kildare will be the avenues through which findings from the data are made available to the public. Transparency in our efforts, both successes and failures, will bolster support from the community at-large as well as all stakeholders.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The planning process for designing activities funded by the grant must include input from all stakeholders: teachers, parents and students, in particular, because it is human nature to support that which we build. Surveys just from teachers have indicated a need for the provision of activities such as, but not limited to:

- Photography
- Movie making
- Beginner programming
- Cooking
- Gardening
- Board games such as Chess (a UIL event)
- Gymnastics
- Disc golf
- Robotics
- Competitions in math

Teachers will share their talents and work in the program to teach enrichment activities that are of interest to them and to the students. These enrichment sessions will occur only after students complete assignments and homework. Surveys from students and parents will reveal other high-interest activities for the program, and community resources such as law enforcement units and city parks will be considered.

Students in the after-school program will be safely transported home by means of school vehicles driven by licensed and certified school bus drivers (CDL licenses). Drivers have required training in CPR and first aid. Buses normally run their routes at 3:30; however, the program funds will allow for an additional bus route for after-school students at 6:00 pm and for summer school.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to grow the after-school program into a vital effort that will provide a well-rounded program to an increasing number of students, parents, the community, and even day school classroom teachers, information concerning the benefits and successes of the program must be communicated. LK embraces social media as a mainstream communication tool to provide information in a two-way communicative manner. Currently, the school uses a Facebook page to promote programs, activities and student achievements. The after-school program will develop a Facebook page specifically designed to assist in providing information to parents and the community. The Linden-Kildare CISD website is another tool used to disseminate information. The site is multi-faceted including required postings concerning academic performance of the students, announcements about upcoming events and schedules, and resources that assist parents. Streaming photographs of the students involved in multiple activities provide visitors to the site with visuals of our school at work. The after-school program will develop its own website to provide information, announcements, accomplishments and other communication pertinent to the program. Along with social media, Linden-Kildare provides automated messaging to parents for reminders and announcements about the day program. After-school programming will also utilize the messaging system to disseminate information about the program. Old-fashioned paper announcements and letters will still be a mode of communication and those will be provided in both Spanish and English. The grant will provide for a part-time family engagement specialist who will make home visits that are positive in nature and are yet another means to disseminate information to parents and families.

Promotion about the after-school program will only help LK's efforts to provide quality programming for students in need of improvement and remediation. Parents and community members need to be provided with an abundance of information about the program in order to assist in evaluating the effectiveness of the activities.

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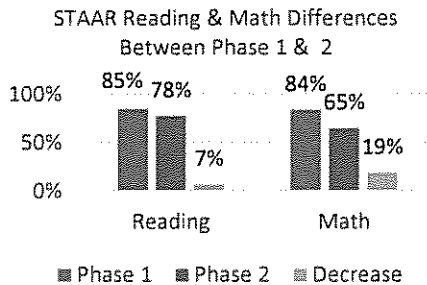
Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Afterschool programs can have an impact on academic achievement. Improved test scores are reported in evaluations of The After-School Corporation (TASC) Programs (Reisner, 2001; White, 2001) and in Foundations, Inc. Elementary School Programs (Klein & Bolus, 2002). A more recent longitudinal study showed significant gains in math test scores for elementary and middle-school students who participated in high-quality afterschool programs (Vandell, 2007), and a meta-analysis of 35 studies of at-risk youth found that out-of-school time programs had a positive effect on reading and math achievement (Lauer, 2006). With this research in mind Linden-Kildare will provide an extended learning opportunity that is both high quality and high interest for the students. Linden Elementary recently received a "Met Standard" rating for the Texas Accountability System. A close examination of STAAR scores shows that although they "met standard," they barely met standard and very few students achieved the "advanced" level. When applying these same scores to Phase 2 we find that there are negative average differences in both mathematics and reading especially when considering that very few students were advanced. With an extended day and extended year program, teachers can do more than reduce summer learning loss—they can increase



academic achievement, especially for children in poverty. Researchers point out that simply extending the school day or school year has little effect on student learning unless programs make use of effective teaching strategies and curricula designed to engage students. With that research data from the National Education Association, teachers on both the elementary and junior high campus developed a comprehensive list of engaging activities that will be complementary rather than duplicative of day school learning. All students will have opportunities for success in the academic hour and the enrichment hour.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Leveraging resources and coordinating funding is a practice not unfamiliar to operations at LK. LK's after-school program will coordinate multiple funding sources, including local, state, and federal. **Local** in-kind funding will be used to provide space for the program to operate. Offices for the project director, family engagement specialist, administrative assistant and two site coordinators will be provided. These staff members will be housed in administrative and instructional areas. After-school instruction and enrichment will be held in classrooms, the cafeterias and the gyms, also at no cost to the program. Local funding will include but is not limited to the costs of maintaining the bus fleet used for transporting students in afterschool to their homes. The afterschool program will pay for pro-rated gas costs and fees for bus drivers; however, the buses will be provided by LK local funds.

Federal funding sources that will be coordinated include the USDA Child and Adult Care Food Program which provides free meals and snacks to give a nutritional boost to each child. ESEA Title I, will provide supplemental funding for LK's family engagement activities. The amount of Title I funding for parental involvement is 1% of the entitlement each year, or \$2,446 to be spent primarily on parent involvement activities.

State funds will include those from State Compensatory Education which supports RtI and remediation efforts. Students in the afterschool program will have access to supplies and equipment purchased with SCE funds. When special education students are involved in the afterschool program, funds from the special education program will be leveraged to assist in the activities in which these students are participating.

Child Care Aware, (<http://www.usa.childcareaware.org/>) states that the annual cost of quality child care can be \$15,000. Single parents can spend around 66% of their income on childcare while married parents pay around 20.53%. Interest in the program should be substantive because of these costs. Participation in the after-school program at LK will be provided at no cost to the family. The community will embrace this vital opportunity to ensure their children are safe and are involved in a quality learning environment created by a maximization of funds.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research by Little, Wimer, and Weiss¹ showed that, ".....children and youth who participate in after school programs can reap positive benefits in academics and social/emotional wellness." LK's after-school program will set academic instruction as a priority; however, enrichment activities that address both academic and social/emotion/physical activities will be developed and scheduled in the program.

1) How the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities:

Proposed academic enrichment activities, such as robotics, music and technology, will be intentional, TEKS-based and age appropriate. Although it may be difficult to keep students' attention during additional hours after a full day of school, the development of these activities must be real-world, relevant and active so as to increase engagement. Student projects must include public demonstrations for parent nights, school displays and presentations to the school board or local organizations in order to encourage quality in the work.

2) References to evidence-based research that supports the design of the program or activity:

Southwest Educational Development Laboratory's mission is to strengthen the connections among research, policy, and practice in order to improve outcomes for all learners. SEDL produces and disseminates a wide array of educational research on a variety of topics, including research on effectiveness of afterschool programs. Other sources include The Afterschool Alliance² whose mission is to engage public will to increase public and private investment in quality afterschool program initiatives..." Research from Expanding Learning³ has as its mantra that policy and funding should be focused on assisting more after-school programs to develop evidence-based practices that are associated with better outcomes.

3) A summary of the plan to collect local data for continuous assessment and local program evaluation:

Information gathered during an assessment or evaluation will help determine program effectiveness and provide valuable insight into how the program can better serve our population. Evaluations will be used as an opportunity to identify strengths, as well as areas that need improvement so that services can be adjusted or improved. Our plan of continuous assessment and evaluation will include the study of data from:

- Attendance
- Grade averages
- Discipline rates
- Retention rates
- STAAR data
- Observations by teachers/site coordinators
- Surveys, interest inventories and questionnaires from all stakeholders

It will be the primary responsibility of the site coordinators and the project director to collect the data, develop reports of trends and to re-design the activities in the program to meet the needs that are revealed. LK will involve stakeholders in an evaluation process that can both serve the funders' requirements and also inform efforts to improve our program so that the goals of the grant remain the focal point.

¹SEDL Letter, *Afterschool, Family and Community*, Little, Wimer and Weiss; ²Afterschool Alliance, www.afterschoolalliance.org;

³Expanded Learning, www.expandinglearning.org

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

× **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

□ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Family and community engagement is a vital part of a truly successful school. But it rarely just happens -- it must be intentionally designed to reflect the interests of the community at large. Linden and Cass County residents enjoy agricultural events and activities such as livestock shows and rodeos. Linden-Kildare and other area schools have had established agricultural programs that flourish with about 35% of the students active in ag-related courses and Future Farmers of America programs. A small, but growing, number of students participate in 4H outside of the school day. Competitions held county-wide involve families in the showing of steers, chickens, hogs and other animals. Realizing that the community embraces these events and activities both as a hobby or pastime and sometimes as a business, Linden-Kildare has partnered with **Texas A&M Agri-Life Extension Agency** as their community-based organization partner for purposes of this grant. The Agri-Life agency for Cass County is located in Linden, the county seat. This agency is a multi-faceted, comprehensive organization with a diverse array of educational programs, activities, and resources and operates on a daily basis with the mission to "improve the lives of people, businesses, and communities across Texas and beyond through high-quality, relevant education. Our mission is to educate our community, spread into Texas and blossom into one of the most effective volunteer organizations in the State." Their programs are based on objective, research-based, practical information that is vital and useful to our citizens and includes but is not limited to:

- Master Gardeners
- Junior Master Gardeners
- 4H Programs
- Youth development
- Economic development initiatives

A partnership with the Agri-Life Extension Agency would greatly enhance the after-school program through such classes as horticulture, leadership, community service, and animal science. Designated areas on both the elementary and junior high campuses will be utilized for these classes and their activities will be conducted by certified volunteers from Master Gardeners; Brian Whatley, County Extension Agent; John Ferguson, 4H Director; and other visiting experts who will make relevant presentations to the students. Through weekly activities, students will become proficient in the preservation and restoration of our natural resources and they will learn that giving back to the community is critical to sustain pride in our environment and our community. Through the partnership, the Agri-Life Extension Agency would reach more youth and more families to provide for an awareness of our ecosystem and economic dependence on our natural resources. This partnership will be win-win because both the schools and the agency will benefit from a more focused approach to hands-on learning and the cultivation of possible career choices for our students.

Along with the partnership described above, the grant will also partner with the **Linden Youth Association**. LYA manages and conducts fall baseball and spring/summer baseball, so activities offered through LYA will be almost year-round. Students in the program who are involved in practices or games at the local Crow-Heath Baseball Park will be transported to the park by school vehicle for 5:00 pm events. At 6:00 pm transportation funded by the grant will be offered to take the students home. This partnership will be mutually beneficial. The after-school program will have increased participation and baseball will be offered as a session from 5:00 until 6:00. Linden Youth Association often struggles to have enough students because players do not have transportation. The after-school program will provide the transportation so that more players will be involved. Attendance in the after-school program will be increased and participation in the LYA activities will be increased and maintained. Commissioner of LYA, Kerry Wells, has agreed to enter into this partnership so that the youth will have more opportunities to play ball.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Both Linden Elementary and Mae Luster Stephens Junior High will have the same resources available to provide adequate space for program activities. Those resources include classrooms, libraries, gyms, cafeterias and outdoor play spaces. Other resources include copiers, phones and various furniture, supplies and equipment.

The focal point of the planning process is our community needs assessment. Business persons, city officials, parents, teachers and administrators were included in the process of identifying the needs for an afterschool program. Concerns of the group included the fact that Linden has no day care facility for an after school safe place. Latchkey situations are a common occurrence within our rural district of 256 square miles. Compelling questions from the group were:

- What are the central goals of the program?
- How will the school be different and improved for our students?
- Is there a coherent vision with clear goals for achieving the vision?

Having a thorough community assessment provides the school with a means by which to develop a vision for the after-school program, develop an all-inclusive curriculum and provide needed services for working families

Campus Resources: The after-school program will present an opportunity for LK to maximize the use of its facilities and resources to meet the goals and requirements of the grant. The inherent partnership between the day school and after-school program will be mutually beneficial for both programs. Facilities and resources available to the afterschool program will include:

- Classrooms
- Libraries
- Gymnasiums
- Outdoor learning areas
- Computer Labs
- Miscellaneous supplies and equipment such as phones, copiers and fax machines
- State and local funds

Limited funding and reductions in state funding have prevented LK from providing a comprehensive extended day program for students in need. Facilities are available, however salaries and benefits for afterschool personnel are prohibitive at this time. Grant funding would give LK a golden opportunity to create a program that involves our children, their parents and the community in beneficial activities that improve the learning environment.

Community Resources: Linden is the seat for Cass County and, therefore, has many resources available to assist with after-school programming. Such resources include a justice center, law enforcement headquarters, medical facilities, a 28 acre recreational city park (adjacent to the school), Crow-Heath Baseball Park (1 mile from the campuses) the Agri-Life Extension Agency (Master Gardeners, 4-H, etc), musical venues (Music City Texas), timber yards, restaurants and several civic organizations. Civic organizations that would participate in the after-school program would include:

- Linden Lions' Club
- Linden Garden Club
- Retired Teachers' Organization
- Cass County Championship Rodeo
- Linden Economic Development Board
- Linden Area Parks Board
- Linden Youth Association

LK, with an enrollment of 760 students and 75 employees, operates with a \$7.7 million budget that includes \$5.6 million, or 72% in personnel costs. Only 28% goes to the general operation of the school. The budget is tight and provides for a day school operation only. Grant funds would supplement the budget and provide for a badly needed extended day/year program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Previous grant experience

Linden-Kildare had a very successful 21st CCLC program for the elementary school in 2005, 2006 and 2007 and that success can be measured by participation in the program and by parent and teacher concerns when the program ended. The program was a shared services project involving Hughes Springs ISD, Cumby ISD and L-KCISD under funding cycle 3. The partnership did not continue at the close of the grant due to difficulties in coordination of activities and requirements, and due to changes in personnel in all three districts. Hughes Springs was the fiscal agent at that time and the grant writer for LK retired so that continuation grants were not attempted. LK's current grant writer is the director of instruction and comes to Linden-Kildare with 6 years' experience with a very successful 21st CCLC project in another school district. Other beneficial experience for the director of instruction is 6 years grant management for the TTIPS, Vision 2020, cycle 1 and Vision 2020, cycle 2 grants. Having been involved in a successful 21st CCLC program, the director has seen the effort, creativity and diligence that it takes to establish a quality afterschool program. Best practices, research-based strategies and meticulous record-keeping are a must for a successful program. Academics are the underpinning of every activity in the program. Activity planning will center around the Texas Essential Knowledge and Skills and will focus on social, emotional and physical wellness

Elements that have continued

Even though LK did not continue the grant after 2007, several practices and strategies remained in place. Equipment and supplies such as musical instruments, art supplies, math and reading games and physical activity apparatus have been incorporated into the regular curriculum. Recognizing that the extended learning time provided by the grant was very beneficial to our students, the elementary and junior high school have continued to provide after-school tutoring and remediation to the extent possible but on a limited basis. An after-school program would mean year-round academic assistance instead of just tutoring that occurs right before the STAAR. The after-school program will have a very tight coordination with the day school so that a seamless transition from the day school to after-school will be possible. Strategies and content vocabulary from day school instruction will be replicated in the after-school program so as to promote continuity.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After-school programs are prime settings for the formation of close, enduring ties with caring adults. The quality of the relationships that are forged can directly influence youth's attendance decisions and the developmental benefits they derive," says Dr. Jean Rhodes in an article in the "National Mentor Partnership." Keeping this article in mind, LK will tap pools of volunteers from the community who can provide additional support. Inclusion of community volunteers, such as retired adults, could be an important benefit to after-school programming. Retired adults often have more time to devote to this pursuit and are ideally positioned to provide the level of personal attention, academic tutoring and emotional support that many youth need. School teachers and aides from the day school will be hired to increase continuity and retention. Consideration will be given to having after-school staff work in children's classrooms during part of the regular school day, if possible. This option both extends employee hours and provides continuity of care and learning in children's lives. In addition to academic volunteers, LK will invite members of the community to participate in the program to share their expertise. Community volunteers will be sought from local and state government and law enforcement, timber companies, restaurants and other various businesses. Incorporated into the after-school curriculum will be a strand on college and career readiness. Students will be involved in career exploration that will entail career fairs, job shadowing and field trips. A well-rounded curriculum and knowledgeable volunteers will make LK's afterschool program a unique opportunity for our children.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

× **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

A great challenge for LK will be the funding of the after-school program at the conclusion of the grant. Planning for sustainability will occur early in the grant period and will involve intentional consideration of elements that guarantee sustainability of the program. Waiting until the end of the grant period to make plans is counterproductive to the continuation of needed services provided with the grant. With the direction and advice from the afterschool advisory council and with collaboration with the administrative team, **diverse portfolios of funding sources** will be developed along with local, in-kind and private funding.

The after-school advisory council will evaluate the community's assets and examine how they can apply to our program's needs. Building **collaborative partnerships** will be a nonnegotiable element. Collaborative partners possess unique skills and resources that can contribute to the program and provide a base of support. Through collaboration, partners such as 4H, Agri-Life, retired teachers' organizations, churches, businesses, etc., will become invested in the benefits of the program that will be spelled out in the semi-annual evaluation process. Keeping the community, as a whole, involved in programming will help to broaden the awareness of the benefits of the program.

Another effort to maintain the program will be the **selection of a creative, energetic project director** who will have a laser focus on **continual assessment** of all elements of the program. Necessary changes will be made expeditiously so as to safeguard the community's perception of a quality after-school program. Teachers will receive **targeted training** to ensure excellence in the learning environment where research-based strategies are maintained in every afterschool session. Close supervision of all afterschool workers will be the key to the provision of activities that are TEKS-based and highly engaging for the students. Research cited by **SEDL**, "Advancing Research, Improving Education," found that positive results will occur if the activities are:

- Sequenced – to achieve skill development
- Active – to help students develop skills
- Focused – to develop personal or social skills through program elements
- Explicit – to targeted explicit personal or social skills

With high quality programs and proven results, LK will have the ability to prove and document quality as an asset when seeking support for continuation. Vital to the continuation of the program will be the evaluation of the after-school program and how it **complements the day program**. Teachers and administrators must be able to see an improvement in achievement, attendance and discipline in the day school as a result of positive results that can be directly attributable to the after-school program.

With the implementation of a parent outreach effort, the family engagement specialist will have as the main focus that of building relationships with family and community members. When families and community members become more involved in the school, evidence of an exceptional opportunity for our children will be realized.

Finally, **commitment** will be the final ingredient in ensuring successful sustainability. When all stakeholders trust that this afterschool program is the key to success for our children, families, and our community, long-term sustainability will be achieved.

The timeline for sustainability plans will be:

Year 1: develop vision and strategic financing, develop strategies for building capacity and community support, develop and write a sustainability plan.

Year 2: evaluate results on how the vision is being implemented, create additional public awareness about ending date of grant, review and develop financing options, re-evaluate and update the sustainability plan annually.

Year 3: enter into partnerships with community organizations that will support program elements

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 034905

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has implemented the **site-based decision making committee** both at the campus level and the district level. Members on the committee include parents, community members and business (non-parent) members along with teachers and non-teaching professionals. The committee functions as a vehicle for developing a needs assessment and setting goals and objectives for learning, communication and climate. The project director for the grant will participate on the site-based committee to provide updates on data collected from the after-school program so that continuous feedback will be considered in the planning and evaluation process.

An after-school **advisory council** will be appointed upon receipt of the grant. The council will be involved in studying the data on achievement, communicating efforts to all stakeholders and other program-related elements. Functioning as an after-school advocate, the council will design efforts to communicate program benefits to the community at large so as to seek input and involvement of all stakeholders. With the project director at the helm, the advisory council, administration and the site-based committee will cooperate with each other to build plans for programming and sustainability. Input from all stakeholders, including the students, will be sought through **surveys, questionnaires and parent-night meetings**. Other efforts to communicate awareness of the program will be the development of a website, a Facebook page and quarterly newsletters. The local paper, Cass County Sun, will support the program with articles, photographs and announcements.

The after-school advisory council will be **comprised of**:

- Parents whose children participate in the after-school program
- 4H director
- Agri-Life agent
- Teachers
- Business persons
- Retired teachers
- Law enforcement representatives
- Director of Instruction
- Project Director and Site Coordinators

The school in Linden is the *heartbeat* of the community. Citizens in Linden display a great deal of pride in the school and they want to see successes and improvements. Using strategies that have been researched and proven such as those found in a study called "The Road to Sustainability," by the National Center for Community Education and also in the "PRIME Blueprint for Texas ACE," will build strong community support for the program. In both studies we find that programs with strong community and family support are more likely to be seen as valuable to the community and therefore, more likely to be successful and sustained over time when grant funding expires.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the main mission and vision – that learning can be fun, engaging, and meaningful – the after-school program must have a keen focus on planning, and evaluating program elements. A proactive approach to providing a high-quality program is communication that occurs among:

- Grant staff members
- After-school staff and day school staff
- After-school staff and campus/district administration

Communication among project (grant) staff will be imperative. **Mandatory weekly meetings** will give the staff a regular vehicle for planning and/or improving activities and their schedules. Confidential discussions concerning student issues will allow for new ideas to emerge and will allow for the identification of specific services that contribute to differences in student performance, giving the staff the support they need when managing the program.

Linkage between the day school and after-school programs is integral to facilitating continuity. There will be four facets to our linkage strategy:

1. Employ highly qualified staff – the after-school teacher or aide directly supports instruction from the day school day and because of this, the after-school teachers and aides need to possess **quality skills** in classroom management, pedagogy and evaluation of student progress.
2. Use effective communication – Intentional **conversations and information sharing** will be mechanisms for providing instruction that reflects the day school curriculum. After-school teachers will use individual **homework logs** to communicate with day school teachers. Additionally, the **grant team will meet the day school teachers** at least bi-monthly to discuss the implementation and coordination of all extended services.
3. Align the after-school curriculum with the TEKS – Strategic development of the after-school curriculum will ensure that any and all instruction is **TEKS-based**.
4. Provide quality professional development – After-school staff will be involved in any and all trainings delivered to the day school staff. Teacher aides will attend workshops along with the teachers. Training in such databases as DMAC and the TEKS Resource system will provide helpful tools for the after-school staff as they examine both formative and summative information along with performance measures. Lead4Ward will provide training that will help the staff to perform an in-depth study of assessment data so that the after-school staff can drill down to the trends in performance.

For a successful program, it will be essential to have a **clear line of communication between the grant team and the campus and district administration**. Often, the principal will receive complaints or suggestions for improvement for the after-school program. Having a trusting, supportive relationship with the administrators will enable a team of school persons (grant staff and day school staff) to both troubleshoot and brainstorm problem-solving of issues that may arise.

According to RegPoint Solutions' article, "Effective After School Programs," effective after-school programs have staff that have a clear vision and mission, has trust in the staff – their ability and knowledge has clear, frequent lines of communication, maintains good relationships with the day school program, and feels needed and valued in the success of the program. LK will hire the strongest candidates for the after-school program to ensure effective management, strict adherence to grant requirements and high-quality programming.

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1**Center Name: Linden Elementary****9 digit campus ID#**

034905102

Distance to Fiscal Agent (Miles)

.1 mile

Grade Levels to be served (PK-12)

Grades 1-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

140

Number of Adults (parents or legal guardians only) to be served:

30

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2**Center Name: Mae Luster Stephens Junior High School****9 digit campus ID#**

034905041

Distance to Fiscal Agent (Miles)

1.5 miles

Grade Levels to be served (PK-12)

Grades 6-8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

75

Number of Adults (parent/ legal guardians only) to be served:

15

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

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Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034905		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 9	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 10	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Linden-Kildare CISD operates schoolwide programs (ESEA Section 1114) on both the elementary and junior high campuses. Funds (\$245,000) from the No Child Left Behind grant are used primarily for salaries (69% of entitlement) and for professional and contracted services (31% of entitlement). Professional and contracted services will fund all Region 8 Service Center trainings that after-school personnel may attend. Local trainings, such as "20 Strategies that Engage the Brain," by Marcia Tate, data disaggregation training from Lead4Ward and math strategies toolkits from Faye Whitlow will be provided to all staff and after-school staff will be included. Other sources of funding include Title II A (60,000), Rural and Low-Income (\$16,000) and State Compensatory Education (\$13,500) which is spent for tutorials and remediation efforts.

For students to stay alert mentally and physically, snacks will be served. Leveraging funds from the USDA will allow students to not only learn about nutrition but will allow students to have nutritious servings during the gathering session of the after-school program. Transportation to the home will be provided. Working families and families in need will be more likely to have their students enrolled in the program if they know there will be safe travel home. LK will provide the buses and the drivers. Currently approximately 370 students from the elementary and junior high ride the bus on a daily basis.

The purpose of the after-school program is to support efforts to provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program is not designed for all students on the campuses; it is designed for those students in the most need. To identify those students, LK will use a variety of data sources. Single source data is insufficient when making educational decisions about students. Keen record-keeping, like spreadsheets, will be the key for site coordinators to show data from:

- STAAR assessments
- Attendance
- Discipline referrals
- Grade averages, and
- Benchmark, or formative, assessments

The spreadsheet should be a living document that is changed and adjusted every nine weeks to keep accurate updated student information at the forefront of the identification process. Recruitment of identified students will occur through letters, phone calls, posted flyers and home visits. Site coordinators may approach identified students during the school day and the family engagement specialist will make frequent contacts with the students and parents.

Retention in the program will be vital to its success. Research from the Harvard Family Research Project, in its article, "Linking School and After School," shows evidence of differences in academic performance between students who attend the after-school program regularly and those who do not. Regular attendees rarely slide backwards academically when their peers do. With this research in mind, students who have sporadic attendance will be contacted and their parents will receive a positive home visit from the family engagement specialist so that participation and attendance will be encouraged.

This grant program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project director will work to employ at least 3 teachers per week and 2 instructional aides to conduct the various activities being offered in the program. Careful evaluation of the schedule and staff will lead to any adjustments or changes that need to be made.

The daily after-school schedule for 33 weeks at 14 hours/week (462 hours):

7:00-8:00 am homework assistance/breakfast

3:30-3:45 pm snack and gathering time

3:45-4:45 pm homework, tutorials, remediation, Mindworks Curriculum

4:45-5:45 pm academic enrichment (art, technology, fine arts, fitness, cooking, etc.)

5:45-6:00 pm dismissal, bus lines, parent pick-ups

6:00-7:00 pm bus routes

Summer programming schedule for six weeks* and 24 hours/week (144 hours):

8:00-8:15 am gathering time and breakfast

8:15-9:15 am homework, remediation, thematic labs through Mindworks Curriculum

9:15-10:15 am academic enrichments (art, technology, fine arts, fitness, cooking, etc.)

10:15-11:15 am lunch, break, recess

11:15 am-12:00 pm library, silent reading or story time

12:00-1:00 pm technology labs for Study Island

1:00-1:45 pm academic enrichments (art, technology, fine arts, fitness, cooking, etc.)

1:45-2:00 pm dismissal, bus lines, parent pick-up

2:00-3:00 pm bus routes

*four weeks of program will occur in June and two more weeks will occur at the first of August of 2017.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Priority will be given to the safety of the students participating in the 21st CCLC program. It will be imperative that all students are adequately supervised at all times, particularly when transitioning between the day school and the after-school. Site coordinators will be vigilant in keeping sign-in and sign-out lists for the purposes of accountability and for adequate record-keeping. Parents may check students out only through the site coordinator.

The site coordinators and after-school staff will be responsible for the accountability of every student in the program. Movement of students from the program activities to the buses will be carefully supervised to ensure that all students are placed on the correct bus. Camera systems will be used to locate students or to monitor activities. The plan for providing a safe learning environment for the program will adhere to regular school day safety procedures such as using visitor id badges, restricting access to campuses, and providing one main entrance to the campus.

A sufficient number of bus routes will be created to safely carry students to their homes. The LK transportation department provides excellent services to the children of the district and will provide that same excellence in transporting students participating in the grant program. All bus drivers will have proper driver certifications and criminal background checks and will be subjected to random drug testing. There will be frequent inspection of the bus fleet to prevent breakdowns and mechanical problems.

At times, additional community resource persons may come into the school to present special programs for the students. Some sessions will take place off-site, like Crow-Heath Baseball Park. It will be a requirement that all resource persons provide credentials or, in some cases, engage in a criminal background check before working with the students either on- or off-site. In case of medical emergencies teachers working in the after-school program will be provided with CPR and first aid training. Parents want to know that their students are safe and cared for when they attend extended day/year programming. A proactive approach will include frequent evaluation of the school environment and the after-school personnel.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical to the success of the after-school program will be the perception seen by the regular day teachers and administration. The project director and site coordinators must stay in constant communication to examine all aspects of the program. Weekly meetings between the grant staff and the regular day teachers will be imperative. Day school teachers want to know that their students are receiving specific instructional activities that use the same vocabulary and procedures when students are taught or tutored in the after-school program. Principals must feel control over any programming held on his/her campus so as to ensure the integrity of the curriculum being used and to monitor the learning environment so that the after-school program complements the day program.

After-school programs that are aligned with the school day curriculum can support student learning and attack the achievement gap by offering additional supports to struggling students. Those supports must complement and reinforce learning that takes place in the classroom in new and exciting ways. Several aspects of after-school provide advantages for students that are more difficult to offer during the regular school day:

- Flexible schedules, providing the time and space to offer in-depth learning projects
- Low student-to-instructor ratios
- More flexibility for field trips and learning outside the classroom
- Informal learning environments that encourage active participation
- Greater access to parents because programs often extend into the early evening
- A diverse group of workers who can connect with youth in new and meaningful ways.
- Community partners that can address specific needs of children and fill gaps in enrichment.¹

Keeping this research at the forefront, the afterschool staff will meet once weekly with grade level teachers from the day school to ensure that activities in the afterschool program are TEKS aligned and that those activities support the teaching and learning from the day school classroom.

For quality assurance, the grant team will implement only those curriculum resources that are evidence-based. Local data will be used to determine appropriate content. Classrooms will be controlled but will have active lessons where students are involved in the learning. Strategies from Marcia Tate, "Twenty Strategies that Engage the Brain," will be implemented in the classrooms along with the use of learning stations that maximize students' learning styles. Assessments of the classroom environment will be conducted on a daily basis by the site coordinator and project director to ensure fidelity to the purposes of the program.

¹Afterschool Alliance, Aligning Afterschool with the Regular School Day, 2011

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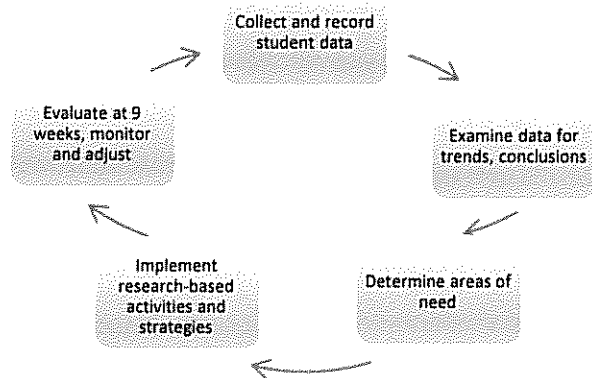
Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Success in the after-school program can only be realized by tailoring program activities to fit the specific needs of the campuses and students. Needs will be determined from the bi-weekly data collection from grade averages, performance on formative and summative assessments, attendance in the day school, and disciplinary reports. The process for evaluation of data will require the following process:



1. Site coordinator will develop a grade level spreadsheet listing every targeted student in the program. Columns on the spreadsheet will include the required data sets, such as attendance rates, placements in ISS, and grade averages, etc.
2. After specific data has been entered into the spreadsheet, the site coordinator and the regular day teachers, functioning as a committee, will study the trends, revelations and conclusions.
3. The committee will develop a needs assessment to determine those activities that will best meet the needs of the students at the grade and campus level
4. Activities, strategies and resources will be determined from the needs assessment
5. Nine-week evaluations of progress toward meeting those determined needs will be conducted to provide for an intentional process of monitoring and adjusting and to maximize learning.

Careful selection of research-based activities, strategies and resources used during the academic program and the enrichment program will determine positive student outcomes. Intentional activity planning for both small group and individuals will be the primary focus. Students will be exposed to strategies such as "strategic tutoring" which will ensure that tutorials and remedial efforts will be meaningful and fruitful. Activities other than tutoring will include engaging, student involvement in the hands-on "Mindworks Curriculum," which provides active hands-on activities through a variety of content areas. This curriculum was specially designed for after-school programs. Lessons and activities are easily implemented with limited teacher preparation.

Through student voice and choice, enrichments will be offered according to the interests of our students. These offerings will enable students in the program to be involved in activities that otherwise would not be afforded to economically disadvantaged families. Students will be surveyed at the beginning and throughout the program to find enrichments that are meaningful and beneficial to them, while enhancing the academic offerings of the program. Students who are at risk have often given up on school. They need engaging, meaningful, active situations that will peak their interests and hold their attention. For some reason, the day school curriculum and classroom strategies have not reached these students. The after-school program must have different and interesting learning environments to attract and retain the at risk child.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

New to LK will be the addition of the family engagement specialist. The success of an extended day/year program depends on the participation of parents and/or family members in the learning process. NCLB defines parental involvement as, "...the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities." The role of the family engagement specialist is to design and offer activities and informational meetings for parents and/or families so that they are actively involved and serve as full partners in their children's education. Input from parents will be sought (two-way communication) and valued as the family engagement specialist arranges for intentional opportunities to make a strong connection between the school and the home. Parent involvement activities will include:

1. Informational evening meetings where student products are displayed
2. Fun family nights of Bingo and other games
3. Parent trainings in such things as using email, using Facebook and basic computer training along with cooking nights and literacy nights

Barriers that ordinarily exist are parents' reluctance to come to the school, lack of transportation to school activities, absence of parent concern, and the school's limited resources to designate a person to focus primarily on school-parent relationships. Embracing an attitude of "do whatever it takes," the family engagement specialist will use one morning a week to make home visits to extend a positive welcome to parents to encourage participation and attendance in the after-school program.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Working together with the project director and site coordinators from both campuses, the family engagement specialist will **meet weekly to review and evaluate parent involvement efforts**. They will **brainstorm unique ways to bring parents and/or families to the school** or to other sites off-campus to involve them in meaningful activities. Family engagement is necessary for three major benefits:

Student Benefits	Family Benefits	School Benefits
Achievement gains <ul style="list-style-type: none"> • Work harder • Perform better • Engage in school Emotional well-being <ul style="list-style-type: none"> • Become motivated • Feel proud • Sense support 	Better informed about: <ul style="list-style-type: none"> • Child's school life • School system • Social services Build capacity for: <ul style="list-style-type: none"> • English proficiency • Math/reading strategies • Leadership skills 	Classroom support <ul style="list-style-type: none"> • Ease teacher workload • Reduce discipline issues School-wide support <ul style="list-style-type: none"> • Improve school unity • Boost morale • Improve program quality

Realizing the benefits that can be gleaned from the after-school program, the family engagement specialist will work to provide information to parents that spell out the many benefits of being involved. Using SIRC's definition of parental involvement parents will be encouraged to:

1. Assist in their child's learning
2. Be actively involved in their child's education, and
3. Serve as full partners in their child's education by being included on campus and district improvement teams.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034905

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Statistics from www.city-data.com show that the unemployment rate in Linden is 8.9% which is much higher than the state average of 5.5%. Unemployed parents often live in poverty and parents in poverty are often reluctant to come to the school. Often they have no transportation and they lack the skill level to assist their children with academics. Some parents have unpleasant memories of school because they were not successful. Parents who are employed often work shift work or they come home after 5:00 pm and have very little time for meal preparation, housework and homework. They will need to access family engagement efforts **during the evenings or on Saturdays if necessary.**

The grant will provide for nutritious snacks, homework completion and academic assistance that parents struggle to provide. For these reasons, the family engagement specialist will be tasked with developing meaningful relationships with parents and family members, like grandparents or foster families. Those relationships will be cultivated through positive home visits, frequent positive communications and parent training nights where both transportation and babysitting is provided. Families will enjoy such **activities as Bingo nights, math game nights, parent book clubs and parent trainings in such things as CPR, Spanish or English lessons, culinary arts and basic technology training. GED classes** will be held on the campus to encourage literacy attainment among families and community members. These opportunities will be offered from 4:30-6:00 pm and/or 6:00-8:00 pm and will occur on the elementary and junior high campuses. Efforts will be made to have some of the parent nights at **Pleasant Hill School**, a Rosenwald Project that sits about 4 miles northeast of the city limits. The school has been restored to provide community tutoring and parent trainings conducted by volunteers from the Pleasant Hill Community. Another site that will be considered is the Fairview Community Center located about 3 miles south of the city limits. The **Fairview Community Center** is a gathering place for all community members and has been used for tutoring and after-school activities and events. Having parent meetings off-site may help with attendance at those meetings since they are both neutral locations.

Additional resources:

Our family engagement specialist will work hand-in-hand with the federal programs director to ensure that resources are maximized and activities are coordinated because Title I is obligated to fund a percentage of family engagement activities. The **Agri-Life agency** and **Master Gardeners** will work with the family engagement specialist to offer another layer of support to the curriculum by offering practical information for families about raising children, housing and environment, eating well, managing money and staying healthy.

These family engagement activities will ensure that the needs of our families are met and that we maximize and coordinate our resources for more effective, positive relationship-building resulting in increased success for our students and families.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 034905		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 034905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 034905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 034905

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 034905

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 034905

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 034905

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☐No nonprofit students participating: ☐No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 034905

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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